DOCUMENT RESUME

ED 143 440 PS 009 465

AUTHOR Prusso, Kenneth W.
TITLE The Daily Care Characteristics of the Morning Hours of Preschool Get Set Day Care Program, 1974-1975. Report No. 7645.
INSTITUTION Philadelphia School District, Pa. Office of Research and Evaluation.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Oct 75
NOTE 31p.; For related documents, see PS 009 464, PS 009 466-467

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Day Care Programs; *Early Childhood Education; *Informal Organization; Observation; Preschool Programs; *Program Content; *Program Descriptions; *Teacher Role
IDENTIFIERS Pennsylvania (Philadelphia)

ABSTRACT

This study examined program emphasis, organizational groupings of children, and roles of caregivers in 96 Get Set Day Care Centers in Philadelphia. Each of the approximately 286 classrooms participating in the study was observed for 45 minutes in the morning hours, yielding more than 3500 observations of the total program. Results showed the program to be balanced between structured and unstructured periods of time. Children were found to be functioning in small groups most often, but they also had opportunities to function individually and as members of a group of all children in a room. The interest of the children remained at a high level for all types of activities. Children were given wide latitude to determine their activities during unstructured play, and less latitude during adult structured activities. The developmental areas of large muscle development, fine motor coordination, social interaction, personal expression, and language development were found to be receiving primary emphasis. Mathematical-logical and physical knowledge areas of development received minimal emphasis. Two major caregiver roles were identified as teachers and manager. Affective areas of communication (both verbal and non-verbal) tended to receive minimal attention. The observation form used in the study is appended. (Author/JMB)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED143440

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

THE DAILY CARE CHARACTERISTICS OF THE MORNING HOURS OF PRESCHOOL GET SET DAY CARE PROGRAM 1974-1975

Kenneth W. Prusso
Research Associate

Rachel M. Hill, Director
Day Care Services

Thomas McNamara, Manager
Early Childhood Evaluation

Milton Goldberg
Executive Director
Early Childhood Programs

Irvin J. Farber
Assistant Director
Priority Operations
Evaluation Services

October, 1975
Report #7645

PS009465

Michael H. Kean
Executive Director

Office of Research and Evaluation
THE SCHOOL DISTRICT OF PHILADELPHIA

ABSTRACT

Ninety-six Get Set Day Care centers were observed during April, May, and June of 1975. Each of the approximately 286 rooms were observed for 45 minutes yielding over 3,500 observations of the total program. Observations were limited to the morning hours of the Daily Care program. Analysis of the data resulted in a determination of the emphases of the program in developmental terms, the organizational groupings of the children, and the roles of caregivers.

The program was found to be well balanced between structured and unstructured periods of time. Children were found to be functioning in small groups most often. They also had opportunities to function individually and as members of a group of all children in a room. The interest of the children remained at a high level for all types of activities, and children were given wide latitude to determine their activities during unstructured play, and less latitude during adult structured activities.

The developmental areas of Large Muscle, Fine Motor, Social Interaction, Personal Expression, and Language development were found to be receiving primary emphasis. Math-Logical and Physical Knowledge areas of development were found to be minimal.

Two major caregiver roles were identified as teacher and manager. Affective areas of communication (both verbal and non-verbal) tended to be minimal.

Introduction

This report provides a description of the morning hours of daily care in Get Set Day Care, whose children's ages range from three to six years of age. Three major aspects of daily care are examined: (1) the emphases of the program content in developmental terms, (2) the grouping patterns of the children, and (3) the roles of caregivers.

The data were developed through the use of the Daily Care, In-Room Observation Guide. The Day Care Evaluation Unit designed this instrument for comprehensive description of daily care characteristics, including the number and ages of children and the numbers of caregivers present, the arrangements and provisioning of the care rooms, and the three program emphases designated above. Two separate reports focus on the predominant room arrangements for Infant/Toddler, Preschool, School Age, and Specialized Agencies, and upon room provisioning for Infant, Toddler, and Preschool rooms as well as School Age Centers. This is the third and principal report derived from data collected from the Observation Guide. A special addendum to this instrument was designed to provide a description and analysis of care programs for children under 36 mos. of age. (Findings based upon these data are reported in "A Description of Title IV-A Infant and Toddler Day Care, 1974-1975: Adult-Child Interactions and Care Room Activities," ORE report #7641.)

The Daily Care, In-Room Observation Guide was developed during the 1973-1974, and 1974-1975 program years with regular consultation from the Education Training Staff of Day Care Services. The Evaluation Advisory Committee for the Evaluation Unit reviewed and endorsed the instrument.

Data were collected for this report during April, May, and June of 1975 in 96 Get Set Day Care centers. A minimum of 45 minutes of morning observation was spent in each of the approximate 286 rooms. An important part of each observation was the provision for immediate feedback to center staff by the observer to make them aware of the basic data collected in their rooms. This was an important element for the development of their understanding of the nature of the data and its potential value.

This report presents an analysis of the data collected in terms of the total Get Set Day Care Program, i.e., not on a center by center basis. Only one set of observations per center was able to be accomplished this past year, and analysis at the center level would have been premature.

The report is divided into three parts. The first part is the characteristics of Daily Care in Get Set Day Care in terms of basic data. The second part is a summary description of these basic data. The third part is the conclusions and implications. This somewhat unique format was judged to be the most effective mode of data presentation, since the data are lengthy but interrelated. A copy of the data collection "grid" used to generate these data appears in the appendix.

CHARACTERISTICS OF DAILY CARE IN GET SET DAY CARE: BASIC DATA

The basic data presented in this part are separated into a number of different sections regarding the types of general activities children are engaged in, the relative emphasis regarding child development areas which were supported during the general activities, the degree of interest which was evidenced by the children, the changeability of the groups of children, and the relationships of the caregivers to the children during the activities.

The relationships of caregivers are further subdivided as the positioning of the caregivers, their general activity with the children, their physical contact with the children, and the types of things which they said to the children.

In order to help interpret these data, it may be useful for the reader to imagine observing three caregivers and 11 children for three hours and 20 minutes during the morning. This time would include arrival, free choice of activities, snack, structured activities, outdoor play, toileting, and lunch (not necessarily in this order). This amount of observation would permit one to make 100 "two-minute" observations for 200 minutes. (The selection of 100 observations allows the reader to easily convert "x" observations out of 100 to a percentage value if desired. Thus, when it is reported that a caregiver would have hugged a child two times during the observation, this can be converted easily to 2% out of the 100 opportunities for recording this action.)

This part of the report discusses the meaning of the categories of data and present the findings. However, the next part of the report represents the basic data in graphic form and develops the relationships among the categories of data.

Daily Care in Terms of Major Child Effects

1. The scheduled activities of the children were observed as Free Play, Structured Activities, Routines, and Outdoor Play.

Free Play was the time during which children were allowed to choose materials, activities, and friends in order to do things such as paint, cutout, build with blocks, play with trucks, dress up and play house, play dolls, climb and ride, be alone, and explore things on the walls, shelves, boxes, or cages.

Structured Activity was the time during which the children might hear a story, dance to a record, sing a song, be taught letters and numbers, make a particular creation such as a Valentine, or do exercises under the teacher's direction.

Routines was the time during which children carried out regular necessities of the day, including toileting, cleaning up, eating snack or lunch, hanging up coats and boots, or even making a transition between being indoors and outdoors.

Outdoor Play was the time during which children were outdoors to play or to walk about the neighborhood with their caregivers. (Not included are special trips which might take a day, such as going to the zoo.)

Although the actual observation time was over 7,000 minutes, according to the hypothetical set of observations posed for the reader, the children would have been observed in each of these scheduled activities for the number of minutes noted. (These numbers are based upon the percentages of the actual observed minutes converted to equal a total of three hours and 20 minutes.)

Minutes spent in each type of scheduled activity:

78 minutes in Free Play
62 minutes in Structured Activities
42 minutes in Routines
18 minutes in Outdoor Play

The relatively small amount of time recorded for Outdoor Play should be explained as a possible observational limitation rather than any actual program deficiency. Observers concentrated on the morning hours of day care, and tended to observe groups in the building. Outdoor play, according to DPW 4600 regulations, should amount to two hours a day possibly one hour in the morning and one hour in the afternoon.

2. Five categories were used to represent types of children's groupings. These categories are briefly defined as follows:

Whole Group: a situation in which all of the children present were in a single group doing essentially the same thing.

Small Groups: a situation in which the children were in small groups of two or more children. There might have been two, three, or four groups in such a situation, and occasionally there could be more than four groups, depending upon the total number of children present.

Individual: a situation in which every child present was doing a unique activity or was separated by space from every other child.

Whole Group and Individual: a situation in which all of the children present were in a single group, except for one or two children who were separated and apart from the rest. If there were two children separated from the main group, they would also be apart from each other.

Small Group and Individual: a situation in which some of the children present were in small groups and the rest were separated individually.

The children now would have been observed hypothetically for the following number of minutes noted for each type of grouping. (These numbers are based upon the percentages of the actual observed minutes which were then converted to equal a total of three hours and 20 minutes.)

The number of minutes children spent in each type of grouping pattern:

58 minutes in Whole Group
58 minutes in Small Groups
3 minutes in Individual
5 minutes Whole Group and Individual, Mixed
76 minutes in Small Group and Individual, Mixed

3. Involvement of Children in What They Were Doing

During each observation a count was recorded of the number of children who were deeply involved in what they were doing or in what was going on (rather than fussing, daydreaming, or meandering) and converted to a percentage of all children present. This yielded the degree of Involvement during each type of scheduled activity expressed as a percentage.

Degree of Involvement of children during each type of scheduled activity:

81% during Free Play
82% during Structured Activities
78% during Routines
79% during Outdoor Play

4. Changeability of the Children in a Group

During each observation, it was noted whether or not the children doing a particular activity changed or shifted away or into that group. This provided an indication of two possible features of the program; first, it indicated whether or not the children did change their activity, and second, it provided an indication as to whether such changes were permitted by the adult in charge. During Free Play, changes could be indicative of the children's own desire to redirect their focus. During Structured Activities, changes could be indicative of whether the adult in charge permitted and/or required the children to make such changes. An index of Changeability was computed for each type of activity and expressed as a percentage of the number of observations during which groups "changed."

The Changeability of groups of children during each type of scheduled activity:

40% during Free Play
10% during Structured Activities
20% during Routines
57% during Outdoor Play

5. Analysis of the Emphasis on Child Development Supported by Children's Activities

Each activity which was observed was reported in three ways to reveal what aspects of child development were emphasized in the morning program. First, each activity was checked as to whether or not it supported each of seven selected areas of child development. These areas were Large Muscle, Fine Motor, Social Interaction, Personal Expression, Language, Math-Logical, and Physical Knowledge. These categories of development were defined as follows:

Large Muscle: The activity contributed to the child's use of his/her large muscles of the body.

Fine Motor: The activity contributed to the child's use of little muscles, usually coordinating the fingers, and often requiring the coordination of the hands and eyes together.

Social Interaction: The activity supported the child's interacting with another child, usually through conversation contributed to by both children so that there was both an overture and a response.

Personal Expression: The activity supported the child's self expression, not limited by outside constraints. The child was expressing himself or herself through music, dance, art, or another creative mode.

Language: The activity supported the child's development and use of language and language related skills. New words, story telling, associating words with symbols, pretending to read, watching the pictures in a book while being read to, and other such activities were considered here.

Math-Logical: The activity supported the child's development and/or use of logical or mathematical skills or concepts.

Physical Knowledge: The activity supported the child's experience with the physical world in such a way that the child is likely to formulate an understanding of what happens when certain things are done. This includes living things too, so that the child might conclude that not watering a plant makes it droop, for example.

The second and third parts of the process were to record how many children were engaged in the activity, and to note how long the children were doing the activity.

When these three elements were put together, it was possible to analyze the developmental areas receiving emphasis through the activities which the program provided for the children. The following emphases were found for the morning Get Set program for each general type of Free Play, Structured Play, Routines, and Outdoor Play activities. (It should be noted at this point that certain developmental aspects of the curriculum present during Routines were being tapped in only limited form by this instrument. Further use of the instrument should depend upon consideration and possible correction of this limitation.) The emphasis given each developmental area was represented as a percentage of the amount possible, which took into

consideration both the number of children involved and the amount of time the activity was observed. The developmental emphasis was then expressed as a percentage of the total child-minutes which were possible during that observation. For example, an activity for which five children could be involved for ten minutes had a potential emphasis of 50 child-minutes (five children times ten minutes). If the children actually engaged themselves in the activity for only five of those minutes, then the emphasis would be the actual child-minutes (five children times five minutes) divided by the potential child-minutes (five children times ten minutes) expressed in percentage form or in this case, 50%. Since any one activity could be analyzed into one or more child development areas (they were not mutually exclusive) then the sums of the percentages cannot equal 100% and should not be treated in that way.

5a. Developmental Emphases During Free Play

16% related to Large Muscle Development

56% related to Fine Motor Coordination Development

55% related to Social Interaction Development

39% related to Personal Expression Development

18% related to Language Development

11% related to Mathematical/Logical Development

8% related to Physical Knowledge Development

5b. Developmental Emphases During Structured Activities

10% related to Large Muscle Development

8% related to Fine Motor Coordination Development

22% related to Social Interaction Development

13% related to Personal Expression Development

5b. (contd.)

66% related to Language Development

12% related to Mathematical/Logical Development

7% related to Physical Knowledge Development

5c. Developmental Emphases During Routines

3% related to Large Muscle Development

7% related to Fine Motor Coordination Development

71% related to Social Interaction Development

4% related to Personal Expression Development

14% related to Language Development

2% related to Mathematical/Logical Development

1% related to Physical Knowledge Development

5d. Developmental Emphases During Outdoor Play

61% related to Large Muscle Development

13% related to Fine Motor Coordination Development

64% related to Social Interaction Development

17% related to Personal Expression Development

10% related to Language Development

3% related to Mathematical/Logical Development

7% related to Physical Knowledge Development

This completes the presentation of basic data related to daily care in terms of major child effects. The next section focuses on daily care in terms of elements of the caregivers' roles.

Daily Care in Terms of the Relationships of the Caregivers to the Children

Each set of variables related to the caregivers' relationships to the children will be discussed in turn. In the next part of this report, these basic data will be re-presented in graphic form and discussed in terms of their interrelationships and in terms of caregivers' roles.

1. Positioning of the Caregivers

These data took into account the number of times caregivers were observed to be staying with a given group of children over a period of time (which is about 10 minutes or more), and the number of times caregivers were observed to be moving from group to group over a period of time. Since there were usually two or three caregivers in a room with the children, one cannot conclude that for "x" minutes of time the caregiver stayed with a group of children, and for "y" minutes the caregiver moved about the room.

The data are most useful as an indicator of the "structure" vs. "freedom" dimension of the room, and as a "mode of involvement indicator." If a caregiver were always with one group of children, there might be a high degree of involvement of the caregiver in the children's activity, and possibly a great amount of adult imposition on what the children were doing. If the caregiver always moved about the room, then one could be more certain that there were various groups, that the activities were being overseen, but that the adult was not continuously imposing upon the children's activity. Since this variable is only a rough indicator of "freedom" and "mode of interaction ," other variables following later should add further clarity to the initial analysis provided by these data.

The caregiver Positioning data are reported as a percentage of the hypothetical "200 minutes of observation" posed for the reader, and also in terms of the relative number of minutes.

Percentage of time spent (and hypothetical minutes) by caregivers in terms of their relative positioning:

66% or 132 minutes caregivers Stayed with a Group

20% or 40 minutes caregivers Moved from Group to Group

14% or 28 minutes caregivers were not being observed

(For 28 minutes of time, what caregivers were doing is not known, since their positions were not being recorded due to the observing procedure.)

2. Caregivers' Activities

Five variables were used to describe the caregivers' activities. These were Observing, Getting Things for the Children, Playing/Working Along with the Children, Showing the Children some object or picture, and Leading a Group of Children in an activity. (Playing/Working along with the children included the times when caregivers ate lunch or snack with the children at their table. Leading a group of children was a derived category not on the original observation form. Data was developed for this category based on the other information describing what was going on at the time of observation.)

The data regarding the Caregivers' Activities are reported in terms of the number of observations during which each activity was recorded. These data are further translated to agree with the 100 hypothetical observations posed for the reader. Each activity had the potential of being observed 100 times, since the categories were not mutually exclusive, and since more than one caregiver was in the room at one time.

Number of observations during which caregivers were observed to be engaged in five selected activities:

36 times caregivers were Observing the Children

9 times caregivers Got Something for the Children

25 times caregivers Played or Worked Along with the Children in their activity

14 times the caregivers Showed the Children some object or picture

42 times the caregivers Led a Group of Children in some activity

3. Caregivers' Physical Contact with Children

Three variables were used to describe the nature of any physical contact between the caregiver and the children. "Hugged/Held" was used to note any soothing, mothering, or warm physical contact between the caregiver and the child. "Physically Restrained" was used to note the caregiver holding or moving a child in order to prevent the child from continuing in an action or leaving a situation, or to make the child move to another location. "Neutral Physical Contact" was used to note a brief "hand on the shoulder" or holding an arm to "put on a sweater" and such other contacts as could be judged generally neutral in meaning.

Caregivers' Physical Contact with the children is reported in terms of the relative numbers of observations in which one of the three actions occurred out of the 100 hypothetical observations posed for the reader. Each type of physical contact could occur up to one hundred times, since more than one caregiver was in the room, and since during a single observation each of these contacts could have been observed.

Number of times each type of Physical Contact was observed:

2 times "Hugged/Held" was observed

5 times "Physically Restrained" was observed

11 times "Neutral Physical Contact" was observed

4. Caregivers' Verbal Interactions with Children

Eleven categories were used to describe the verbal interactions of caregivers with children. Each is briefly defined.

Evaluated: The caregiver commented on the child's work or habits in such a way as to make a judgment about them. These comments were not further distinguished as to their possible effect on the child, nor whether they were praise or criticism of the child.

Limited/Compelled: The caregiver demanded or commanded (forcefully urged) the child to begin doing something or to stop doing something.

Suggested: The caregiver made a suggestion to the child about how to do something, what to do, or what to use, or what might be tried. The indication was that the child had the choice to take the suggestion or not.

Directed (Procedural): The caregiver gave a set of directions so that the children would know what to do, where to go, or how to do some activity.

Instructed (Knowledge): The caregiver instructed the children about some area of knowledge so that they would increase in their understanding or skills.

Read/Sang/Told Story: The caregiver was both the source of entertainment and the director of the activity. (Some playing of games were also coded here; for example, if the caregiver led the children in Lotto, or directed "Mother, May I?" or other similar games.)

Questioned (Closed): The caregiver asked the children a question to which there was only one expected "correct" response. (What is the name of this letter?)

Questioned (Open): The caregiver asked the children a question to which there could be numerous responses and no particular set response expected. (Do you like potatoes?)

Shared Thoughts: The caregiver expressed his/her own ideas or feelings, or likes and dislikes to the children.

Reflected Feelings: The caregiver expressed the child's feelings (either in response to the child's outward expression, or as an indication that he/she was aware of how the children might feel toward something).

Social Talk: The caregiver talked to the child as he/she might talk to another adult, making social "small talk."

Based upon the hypothetical 100 observations (each two-minutes in length) the following Verbal Interactions would have been observed and the number of times noted:

20 times An Evaluative Statement was made to the children.

20 times The children were Limited or Compelled (verbal force).

10 times A Suggestion was made to a child.

39 times Directions (Procedural) were given to the group or to a child.

17 times Instruction (Knowledge) was given to the group or to a child.

12 times The caregiver Read/Sang/Told Story.

26 times A "Closed" Question was asked.

21 times An "Open" Question was asked.

7 times The caregiver Shared his/her Thoughts.

3 times The caregiver Reflected the Feelings of the child or children

16 times The caregiver Talked Socially with the children

This concludes the presentation of the basic data along with the definitions of terms. The next part of the report will re-present these data in graphic form and discuss their interrelationships in terms of a descriptive analysis of Daily Care.

Daily Care: Summary Description

The initial presentation of the data in the first part of the report provided a step by step approach to describing daily care. These data can now be summarized in graphic form. The reader will see in Tables 1 and 2 (which illustrate the relationships among the variables defined and analyzed in the first part of the report) that all of the data are easily examined, and that the Table will provide an easy source of reference for the following subsequent verbal description.

A. Child Effects

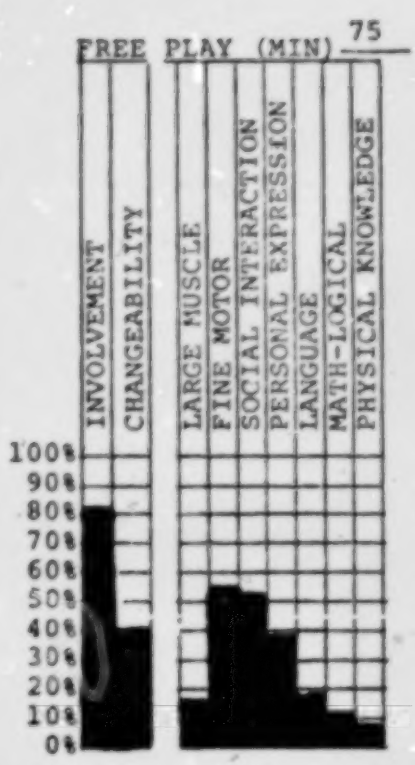
Table 1 describes, first, the relative proportion of time spent in each of the four types of scheduled activities.

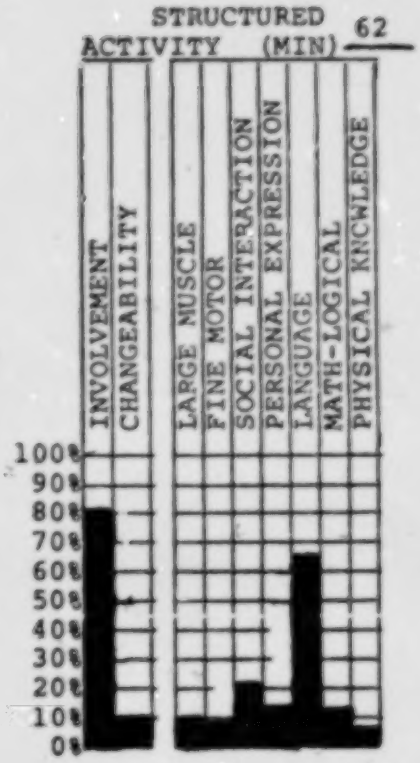
Free Play and Structured Activities were observed for the bulk of the time, and were nearly equal in emphasis, with Routines being the next most frequent, and Outdoor Play the least frequently observed scheduled activity. Activities structured by caregivers (Routines and Structured Activities) were observed almost as many minutes of time as were unstructured activities (Free Play and Outdoor Play). Thus the balance of structured to unstructured time was maintained in the program, as observed.

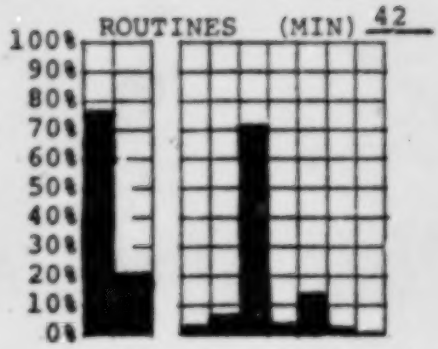
TABLE 1

DAY CARE PROGRAM CURRICULUM ANALYSIS AND
CHILDREN'S INTEREST AND CHANGEABILITY

GET SET DAY CARE MORNING HOURS OF CARE







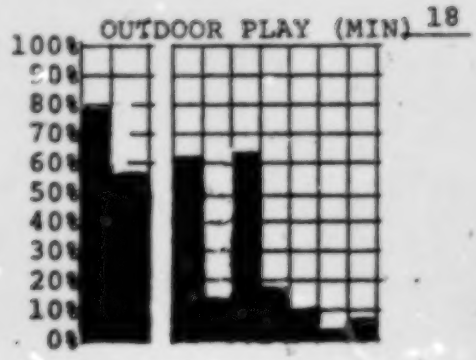
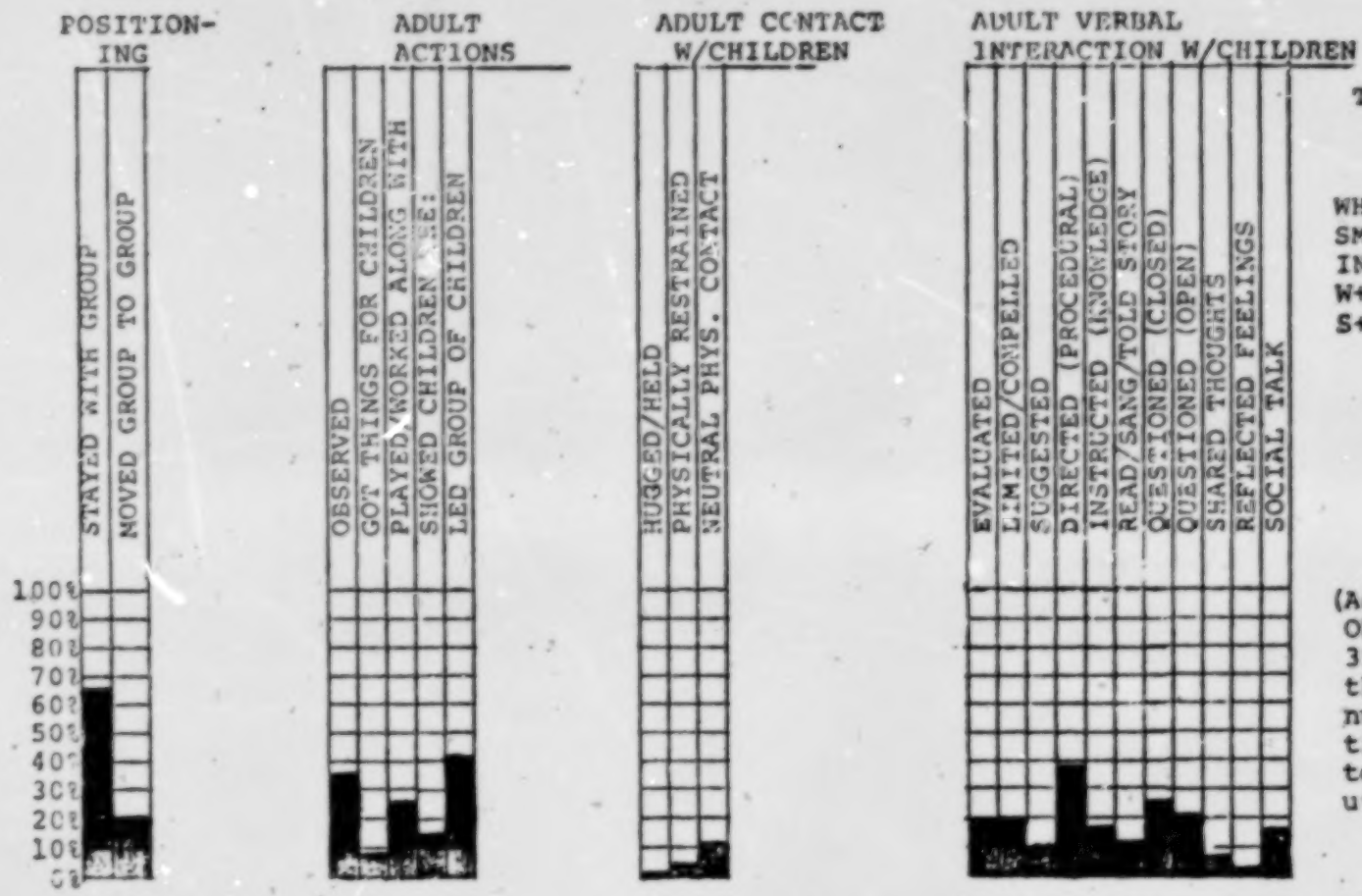


TABLE 2

DAY CARE PROGRAM ADULT ACTIVITY AND CHILDRENS' GROUP ANALYSIS
GET SET DAY CARE MORNING HOURS OF CARE



TYPES OF GROUPINGS OBSERVED

WHOLE GROUP	W	58
SMALL GROUP	S	58
INDIVIDUAL	I	3
W+I MIXED	M1	5
S+I MIXED	M2	76

(MIN)

(Actual Number of Observations was 3561. However, for this report, the number of observations was converted to 100, for 200 minutes of time.)

For each of these scheduled activities, one may observe the relative percentages of children who were involved in an activity, and the relative degree to which children changed their focus of activity. Further, for each scheduled activity, relative developmental emphases are graphed (these are Large Muscle, Fine Motor, Social Interaction, Personal Expression, Language, Math-logical, and Physical Knowledge). The following summary emerges:

Involvement

The degree of involvement tended to remain at the same high level in all four types of scheduled activities. This level is approximately 80% in each case. Thus, the program appears to be of interest to the children.

Changeability

The amount of changeability tended to be highest during Outdoor Play and Free Play, and lowest during Structured Activities and Routines. Hence, children did change the focus of their activities frequently when activities were not structured by the caregivers, but did not when the activities were of a structured nature.

Free Play

Free Play was characterized by higher developmental emphases on fine motor, social interaction, and personal expression activities, and lesser developmental emphases on large muscle, language, math-logical, and physical knowledge.

Structured Activity

Structured Activity was characterized by a high developmental emphasis on language development with relatively low developmental emphases on all other aspects.

Routines

Routines were characterized by a high degree of developmental emphasis on social interaction. The remaining developmental areas received almost no emphasis. It should be noted, however, that the "socialization" of the child is not being noted through this analysis. "Socialization" could be roughly defined as the process of children learning how to behave while toileting, eating, cleaning up, and so forth.

Outdoor Play

Outdoor Play was characterized by high emphases on large muscle activities and social interaction. Little emphasis was placed on the other developmental aspects.

Overall, it may be concluded that five developmental areas were being fairly well emphasized, but two areas (math-logical and physical knowledge) were receiving little emphasis. Concerning Free Play, these data tend to support the results developed concerning data on Day Care room provisioning, (See "Room Provisioning in Title IV-A Day Care in Philadelphia, 1974-1975," ORE Report #7643.), except that where practically each room was reported to have some sort of science display (fish, animals, plants, and "collections") children were not observed spending their time with these displays.

B. Caregivers' Roles

Table 2 describes the adult's (caregiver's) activities in relation to positioning, actions, physical contact, and verbal interactions with children. Conclusions from these data show that the caregivers were observed to spend most of their time with a particular group of children rather than to be moving about from group to group. In terms of their actions overall, caregivers spent more of their time observing the children,

playing or working along with the children, or leading a group of children. Little of their time was used to obtain things for the children or show children things (such as a picture in a book). Thus these three major activities of caregivers occurred as they tended to remain with a group of children.

Regarding contact with the children, caregivers were observed to make hardly any physical contact in any form. Thus "communication" would have to have been primarily exclusively verbal. Verbal interactions with children were characterized as being primarily concerned with giving directions and asking "open" and "closed" questions. There were relatively moderate numbers of interactions which evaluated children, limited or compelled them, instructed them, or which represented social talk with them. The interactions which were even less frequent were suggestions, reading, singing, or telling stories, or sharing thoughts. The fewest interactions were those in which adults reflected the feelings of the children.

Overall, it may be said that adults tended to initiate and guide activities more often than encouraging or amplifying them.

In consideration of the finding that Free Play and Structured Play accounted for the bulk of the observed activities, the types of caregiver roles may be interpreted from the activities and verbal interactions. Two predominant roles emerge from the data; these are the roles of "teacher" and "manager." The teacher role might contain elements of "leading the group," "evaluating," "instructing," "questioning," and "reading, singing, telling story."

The manager role might contain elements of "observing the children," "limiting/compelling," and "directing." The low percentages of "hugged/held," "suggesting," "sharing thoughts," "reflecting feelings," coupled with the moderate percentage of "playing and working along with the children," suggest that roles involving nurture and support are less often engaged in by the staff. (When caregivers were observed to eat at the same table with the children, it was recorded as "Played/Worked Along With," and may account for a major portion of the percentage recorded for this caregiver activity.)

C. Grouping

Finally, at the bottom of Table 2 are indicated the relative portions of time spent in various types of groupings. The most predominant type of grouping was a mixture of Small Groups and Individuals. Whole Group and Small Group were next, each observed for equal amounts of time, while Individual and Whole Group mixed with Individual were quite infrequent. Whole Group was most likely to characterize a structured activity. Whole Group with Individual was likely to occur if a child was separated from the others during a structured activity. Small Group could variously characterize either structured or unstructured activities. Sometimes, during structured activities, the children were arranged into two groups, each led by a different caregiver. Sometimes during free play, no child would act alone, the situation thus being noted only as an arrangement of small groups. It may be concluded that children had the opportunity to work in groups or individually with the most time being spent in small group activities.

CONCLUSIONS AND IMPLICATIONS

Observations at all Get Set Day Care program sites were conducted to yield over 3,500 observations for more than 7,000 minutes of time. Observations were obtained during the morning hours from each group of children for about 45 minutes of time. Usually the observations were made in rooms having three caregivers and 11 children, approximately.

Major findings showed that the program was well balanced in structured and unstructured time, and that children's interest was held at a high level. Also, five of seven developmental areas received primary emphasis, Free Play tending to emphasize Fine Motor, Social Interaction, and Personal Expression; Structured Activity tending to emphasize Language; and Outdoor Play tending to emphasize Large Muscle and Social Interaction. The developmental emphasis during Routines was Social Interaction, admittedly other kinds of learning and development were not able to be analyzed from the data collected at this point. Two developmental areas not emphasized in the program were Math-Logical and Physical Knowledge (i.e., "science").

Two major caregiver roles emerged: teacher and manager. The teacher role was characterized by instructing and questioning while leading a group of children. The manager role was characterized by observing, directing, and limiting/compelling the children. Minor roles involved elements of nurturance and support. Affective communication, both verbal and non-verbal, tended to be minimal.

The implications for planning and reassessment of daily care programs based upon analyses of the type just presented are evident. This type of analysis could be used directly by caregivers or supervisors to examine their program, and to determine whether the program is operating as they

desire. If not, they can plan to change or stabilize the program at the "levels" desired for each variable. Staff training and support can be developed or self-examination can be based upon these descriptive findings. What perhaps is not equally evident is the full potential for this analysis of the data concerning daily care programs. The profiles that the observation instrument is capable of producing can be used to characterize programs, and thus serve to identify "models" of daily care based on differences in profiles. Profiles produced for each center could be compared, and by grouping profiles which are similar, and further noting differences, "models" would emerge. With additional data for comparisons, how caregivers' actions and interactions might vary can be determined. An examination of the developmental emphases of the four different types of scheduled activities already reveals how these profiles might vary for different programs.

However, the reader is cautioned to bear in mind that the effects of the delivery of daily care are virtually unknown. That is, one cannot say, for example, that if caregivers were to provide more physical contact or reflect children's feelings more often there would be a significant impact upon children's self concept. One might prefer more frequent physical contact and reflection of children's feelings because such interactions are considered important by that person. However, if further data were developed, it would then become possible to begin to link differences in daily care programs to differences in children's development, and later their school achievement, if such differences exist. The importance of this study is that it focuses on the development of an instrument which will permit the study of these effects.

APPENDIX

Day Care Services Evaluation Unit

Data Collection Form for Daily Care

Program Characterization

DAY CARE SERVICES EVALUATION UNIT: OBSERVATION FORM/ DAILY CARE

Observer:

MAJOR SCHEDULED ACTIVITY

I

II

III

2 MIN. TIME	ACTIVITY MATERIAL OR ACTION	# children	# children focused	group stayed the same	large muscle	fine motor	social interaction	personal expression	language	math-logical	science	ADULTS WERE: POSITION: NOT WITH THIS GROUP	STAYED WITH GROUP	MOVED GROUP TO GROUP	ACTION: OBSERVED	GOT THINGS FOR CHILD	PLAYED/WORKED ALONG	SHOWED CHILDREN THE:	CONTACT: HUGGED/HELD	PHYSICALLY RESTRAINED	NEUTRAL PHYS. CONTACT	VERBAL INTERACTION/CHILDRLN: EVALUATED	LIMITED/COMPELLED	SUGGESTED	DIRECTED (PROCEDURAL)	INSTRUCTED (KNOWLEDGE)	READ/SANG/TOLD STORY	QUESTIONED (CLOSED)	QUESTIONED (OPEN)	SHARED THOUGHTS	REFLECTED FEELING	SOCIAL TALK
I																															
1.																															
2.																															
3.																															
4.																															
5.																															
II																															
1.																															
2.																															
3.																															
4.																															
5.																															
III																															
1.																															
2.																															
3.																															
4																															
5.																															

SCHOOL DIST. OF PHILA./TITLE IV-A

CENTER:

CODE:

ROOM:

DATE: